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ABSTRACT

A model affective education program was conducted for 109 boys, aged 7 to 15, with special education needs and social and emotional difficulties. Ten programs from the "Inside/Out" series were used at twice a week showings for five weeks and discussions followed each presentation. The program was designed to increase children's ability to cope with problematic situations, develop greater confidence in their social abilities, and increase their willingness to devote their energies to academic learning. Evaluation consisted of a pre-test, post-test, and a follow-up. Data were collected from the children and their peers, teachers, classroom aides, and child care counselors. Considerable evidence was found for the effectiveness and usefulness of the project as the experimental children showed improved self-confidence, greater faith in their ability to influence the outcome of situations in which they were involved, and better emotional control. Their peers rated them as more popular and more sociable. After two months, gains in emotional control, social approach behavior, and personality functioning had been maintained, and benefits had spread to both in-school learning behavior and out-of-school social behavior. (LMM)

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The Agency for Instructional Television is a nonprofit American-Canadian organization established in 1973 to strengthen education through television and other technologies. AIT develops joint program projects involving state and provincial agencies, and acquires and distributes a wide variety of television and related printed materials for use as major learning resources. It makes many of the television materials available in audiovisual formats. AIT's predecessor organization, National Instructional Television, was founded in 1962. The AIT main offices and Midwestern office are in Bloomington, Indiana: there also are regional offices in the Washington, D.C., Atlanta, and San Francisco areas.

"Inside/Out" consists of television/film programs and related materials for eight- to ten-year-olds in the United States and Canada. The project was a joint effort of a consortium of thirty-five educational and television agencies and the Agency for Instructional Television, with additional assistance from Exxon Corporation.

This report discusses a special use of the "Inside/Out" project. There have been several unanticipated though highly effective efforts to use "Inside/Out" programs with both children and adults. The project reported here demonstrates how "Inside/Out" programs can be used with a special population of children. The author, Maurice Elias, is a doctoral candidate in psychology at the University of Connecticut. The project reported here was developed and conducted by him and this report was written by him for AIT.

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Research Report 66

AFFECTIVE TELEVISION IN THE SPECIAL EDUCATION ENVIRONMENT: THE USE OF "INSIDE/OUT" WITH LEARNING DISABLED AND EMOTIONALLY HANDICAPPED BOYS

Agency for Instructional Television
Box A
Bloomington, Indiana 47401

October 1978

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The teachers and aides who actually used "Inside/Out" while working with the children deserve special praise: Henry Brown, Milton Cobb, Marjorie Felton, Dennis Mosblech, Hilburn Sparrow, and Olive Wolters (teachers); Georgette Barbera, Kathryn Esposito, Lena Lippolis, Guy Nocolosi, Ruth O'Brien, and Frank Townes (aides). Child care counselors from Bradish, Howard, Rose, Scholes, and Tompkins Cottages directly assisted in program evaluation. Statistical assistance was provided by Mike Stein, Donna Caprio, and my wife, Ellen, who also assisted in the evaluation of the boys.

Finally, thanks to the Agency for Instructional Television, which seems to recognize the importance of using television to enhance children's well-being and happiness.

ABSTRACT

A model affective education program was developed in light of growing acknowledgment that social and emotional difficulties can hamper children's educational progress. Ten programs from the Agency for Instructional Television's "Inside/Out" series were selected to be used in conjunction with group discussions. It was believed that children would increase in their ability to cope with problematic situations, develop greater confidence in their social abilities, and be more willing to devote their energies to academic learning.

The project was carried out with a group of 109 boys (52 experimental, 57 control), aged seven to fifteen with special education needs and social and emotional difficulties. Securing administrative and teacher support and coordinating the presentation of videotapes are discussed in detail.

Videotapes were shown twice per week for five weeks; discussion followed each presentation. Evaluation consisted of a pre-test, a post-test and a follow-up. Data were collected from the children, their peers, teachers, classroom aides, and child care counselors.

Evidence for project effectiveness and usefulness was considerable. The experimental children showed improved self-confidence, greater faith in their ability to influence the outcome of situations in which they were involved, and better emotional control. Their peers rated them as more popular and more sociable. After two months, gains in emotional control, social approach behavior, and personality functioning had been maintained. Benefits had spread to in-school learning behavior and to out-of-school social behavior.

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INTRODUCTION

The ability of children with special educational needs to benefit from innovative teaching strategies and take advantage of the rich resources available to them is often hindered by social and emotional problems. These problems distract many children from learning and are part of a continuing cycle of low self-confidence and poor performance from which the troubled child may not emerge. This monograph describes how selected programs from an affective education television series, "Inside/Out," (Agency for Instructional Television, 1973) were used to help a challenging population — special education/learning disabled boys with social and emotional handicaps — to emerge from the cycle and to develop socially and academically.

This project grew out of concern over the inadequacy of traditional psychotherapeutic approaches for many special education children and the observation that special education is primarily devoted to solving academic, not social or emotional, problems (Bower, 1972). Television captures children's attention and interest, and its positive influence on social and emotional development has only begun to be tapped (Liebert and Schwartzberg, 1977). In addition, recent collaboration between clinicians and school personnel has shown that thinking about solving interpersonal problems seems to help children cope with such problems in everyday situations (Bensky, 1978; Elardo and Cooper, 1977; Larcen, 1978; Spivack, Platt, and Shure, 1976).

Using television to vividly portray problems in interpersonal relations that are common among learning disabled and emotionally troubled children,

and combining these portrayals with discussions that stimulate the children's own problem-solving skills could yield two important results. Children with strong emotional blocks to learning — fear, embarrassment, self-doubt, shame, or discouragement — might find that others share these feelings and have in some cases at least partially overcome them. Children might also gain confidence in their own abilities to cope with interpersonal problems that earlier lead to unhappiness and trouble. The net effect of this combination would be to allow children to accept the importance of academic learning and permit them to devote to it time and energy previously expended in social and emotional conflict.

Under these new conditions, educators should expect that social and learning-related behaviors in classrooms would improve, and that most children undergoing the program would develop improved emotional control and pro-social behavior, increased comprehension and application of classroom learning, a more favorable self-concept, and a greater sense of their ability to attain desired goals.

Project Description

Inside/Out

"Inside/Out" is a series of thirty, fifteen-minute videotapes depicting children between the ages of eight and twelve of different racial and ethnic backgrounds facing common interpersonal problems. A consortium of thirty-five educational and broadcasting agencies in the United States and Canada developed and evaluated the series, under the coordination and management of the Agency for Instructional Television.

Ten videotapes were selected that portray situations particularly relevant to emotionally and educationally troubled children. These situations include dealing with teasing and bullying, coping with peer pressure, learning how to express feelings, coping with unfamiliar social situations, understanding parents' treatment of children, and overcoming embarrassment about learning problems. Below is a list of the titles of the programs used and the description of each that was given to the children before viewing.

How Do You Show?
This is a program about three boys and how they feel about what happens to them one day.

Lost Is A Feeling
This is a program about a boy who leaves his home and goes to a new place.

Just Joking
This program is about a boy who likes to play tricks on other people.

But They Might Laugh
This program is about how children deal with being embarrassed and with failing in things.

Home Sweet Home
This is a program about two boys who feel their parents are not treating them well.

Must I/May I
This is a program about children who do not want to be told what to do, but also have to learn responsibility.

I Dare You
This is a program about what can happen, and how people feel when they are dared to do something.

Getting Even
This is a program about how children feel and what they do when other children do not want them in a group.

Bully
This is a program about a boy who bullies other children.

Yes I Can
This is a program about how children can help themselves be happy and how good things can happen if they keep trying and work toward them.

These programs represent ten common situations that significantly effect children's social and emotional functioning. The content of each differs, allowing them to be ordered according to increasing intensity and complexity, so that children can be eased into involvement. Also, since the students in the project were boys, videotapes focusing on boys were chosen over others with suitable content but featuring girls.

Discussion Groups

The programs are open-ended and naturally flow into discussion. Once the children are presented these difficult situations, the discussions gradually help them develop the skills necessary for satisfactory interactions

with others. With each videotape, specific skills are highlighted in the discussions. These are strengthened gradually and cumulatively as the intensity and complexity of the videotape situations increase. The skills include the following:

1. Identifying and expressing the feelings portrayed.
2. Considering alternative courses of action for a given situation.
3. Understanding visual and verbal material presented.
4. Considering the consequences of alternative courses of action.
5. Understanding how others feel.
6. Identifying and expressing one's own feelings.
7. Understanding how one feels about oneself and how to improve those feelings.
8. Associating alternative actions with their short- and long-term consequences.
9. The ability to make continuing use of the above skills in handling common problem situations and in developing a positive self- concept.

To facilitate effective discussions, a group leader's guide was developed. The guide is based on the original "Inside/Out" teacher's guide published by AIT but focuses on the needs of children with emotional or learning handicaps.

The guide introduces the project and clarifies the group leader's role, which is to guide the discussion through questions, emphasize specific points by verbal reinforcement, and summarize the lesson by restating its purpose. Materials for the individual lesson include a statement of the purpose of the lesson, a summary of the videotape, a list of key learning factors to be emphasized, and several suggested questions for discussion. The guide also contains

specific techniques to foster (a) full group participation and interest, (b) asking questions in a way that will facilitate the children's thinking about solving social problems and (c) helping children attend to the feelings, motives, and perspectives of persons they interact with. Copies of this guide may be obtained from AIT.

Organizational Issues

The next step was to actually carry out a model program with a population of boys having both special education needs and social and emotional problems and to evaluate the effects of the program. This meant confronting a number of administrative and organizational issues.

Enlisting Administrative Support

The Greenburgh Eleven Union Free School District in Dobbs Ferry, New York, was approached about participating in the project. The district's George S. Leisure School, a special education facility, was already equipped for classroom television, and administrators readily agreed that television was a promising way to reach children who had seemingly closed their eyes and ears to traditional adult assistance. The opportunity to use constructive, non-academic programming was welcomed. There were, however, three major issues to be addressed before teacher participation could be solicited: cost, time, and disruptiveness.

The first of these issues was readily resolved. New York was one of the thirty-five states and provinces that participated in the development of "Inside/Out." The programs were, therefore, available for the cost of the blank videocassettes. Up to four programs would fit on a one-hour videocassette.

Establishing the frequency and duration of the program/discussion combinations required balancing several factors. There is no "ideal" length of time for an "Inside/Out" discussion session, but of course it must not interfere unduly with other classroom activities nor outlast the interest of the participants. These restrictions, considered in light of current research on affective education groups, suggested a thirty-five minute lesson, consisting of the program and approximately twenty minutes of discussion. Nor is there a prescribed frequency for viewing "Inside/Out," but two sessions per week per class seemed to balance the demands of program continuity with the infringement on regular instruction time.

It was also important that the project not disrupt staffing patterns and classroom scheduling. However, since currently functioning classroom teachers and their aides were to serve as group leaders, and since the sessions could be held in the regular classroom, staffing and scheduling would be unaffected. Another consideration was that the time required for preparation and evaluation not disrupt the routine of either staff or students. Scientific rigor had to be balanced against existing demands on participants. Program materials were designed to require relatively little preparation time by group leaders, and rating forms that required only three half-hour rating periods per teacher were developed. During the project the children in

each class were involved in two half-hour group sessions for evaluation and were removed twice for individual assessment sessions of about twenty minutes each. All other measures were taken in the children's residential setting where they did not interfere with the academic routine. Administrators were assured that the evaluation plan would be implemented in a professional, calm, and good-natured way, with schedules compiled and discussed in advance with all persons involved, and that direct, clear feedback would be given once the program is over. Under such circumstances an evaluation plan could often be expected to meet with tolerance, cooperation, and even enthusiasm.

Enlisting Teacher Support

Because teachers and aides could plainly see that their students exhibited emotional and behavioral problems in a variety of school settings, there was a natural interest in a program that would address these issues. Initial hesitation about using television -- often seen more as a baby-sitter than as a potent educational tool -- gave way to the fact that the same children who "could not" learn simple academic material could recount complicated stories, imitate television personalities, and remember songs and dialogues from television. Since teachers still had natural concerns about a new project and the involvement of "outsiders," the originator of the project made clear that he had the support of the administration but that the sovereignty of the teachers in their classrooms would be respected. He was to act as a consultant to them in their use of the videotapes and discussion leaders' guide. At the same time each teacher's responsibility for evaluation was clearly outlined, and weekly meetings were arranged with

each teacher and aide. In these meetings, the prior classroom sessions would be discussed and suggestions exchanged for questions or activities for the upcoming sessions. Teachers were also encouraged to talk with each other about their experiences and to share their creative ideas. Respecting the group leaders, reducing uncertainty through curriculum structure, and meeting with teachers to coordinate activities helped enlist teacher support and solidify administrative backing.

Media Coordination

The George S. Leisure School is equipped with a television monitor in each classroom and videotapes are played from a central source that can feed any number of classrooms at once. Schedules were coordinated and given to all teachers and to the media specialist, who played the tapes and reminded teachers when they were scheduled to see each program.

In many schools, television is not so readily available. There may be a single room equipped for viewing to which students must be taken or a single monitor which can be moved from room to room. In these cases, detailed coordination and careful advanced scheduling would be even more important to the success of the project.

Evaluation Design

Participants and Setting

The participants were 109 seven-to-fifteen-year olds from The Children's Village, a residential treatment center for educationally and emotionally handicapped boys. Most boys at The Children's Village are referred from homes in which their parents have been absent, physically disabled, neglectful, or abusive. Typically, they had been difficult to manage at home and had shown learning and behavior problems in school. The average boy in the study was 11½ years old, had been at Children's Village for one year, and functioned at a 3.0 to 3.5 grade level on the Stanford Vocabulary, Reading Comprehension, and Word Study Skills Achievement Tests. This was approximately three years below age level. They had average WISC-R scores of Verbal = 81, Performance = 86, Full Scale = 83. There was considerable variability in all testing scores. Ethnically, 50% of the boys were Black, 30% Caucasian, and 20% Hispanic.

The residential program is divided into four semiautonomous units of five or six cottages each. An average of 16 boys live in each cottage, and they are directly supervised by teams of child care counselors. They also receive a program of therapeutic and recreational services, and attend either a special education school (the Leisure school) or a transitional school within Greenburgh Eleven, or a local community school.

Basic Design

The basic evaluation design involved comparing a group of 52 children who viewed the "Inside/Out" programs and participated in the discussions

with control groups that had not. The 57 control children were selected partially from the same cottages and schools as the experimental children and partially from different cottages and schools to rule out the possibility that changes would be due to influences of particular cottage or school settings or other aspects of the residential program. The groups were statistically comparable on a variety of demographic and academic measures.

Table 1 presents the time line for each phase of the evaluation: (a) pre- and post-assessment administered just prior to and just following the training, (b) baseline and follow-up assessments three months before and two months after the training, used to measure the persistence of changes, and (c) a survey of children's receptivity and responsiveness to the program and of teacher, aide, and child satisfaction with the program, given in conjunction with the post-assessment.

Table 1

Pre- and Post-Assessment

Self-concept was measured by a shortened version of Muller and Leonetti's (1974) pictorial Primary Self Concept Inventory. Locus of control (i.e., whether outcomes of events are expected to be self or externally caused) was measured by the pictorial Preschool and Primary Nowicki-Strickland Internal-External Control Scale (Nowicki and Duke, 1974); a subscore was computed

that focused on the child's expectations about situations in which he interacts with peers. These were administered in class. Teachers rated each boy on ten types of behavior according to how often the behavior occurred -- very much, pretty much, just a little or not at all. The form used for this rating is in Appendix 1. A twelve-question sociometric measure, based on the Peer Attribution Inventory (Elias, 1977), was administered to children in their cottages. From the individual questions (see Appendix 2) eight separate but related subscores were derived: popularity, cooperation, independence, aggression, social isolation, overall positive behavior, overall negative behavior, and total sociometric rating.

Baseline and Follow-up Measures

Because the Devereux Child Behavior and Elementary School Behavior Rating Scales (Spivack and Spotts, 1966; Spivack and Swift, 1967) are routinely administered every six months in cottages and classrooms associated with Children's Village, they served as ideal sources of evaluation data in that they were not seen by raters as in any way connected with the "Inside/Out" project.

On the latter of these scales, teachers rated the children's self-reliant learning, frequency of seeking of teacher direction and approval, comprehension, overall classroom management problems, classroom disturbance, and inattention-withdrawal. These ratings were used to assess the duration of the effects of the "Inside/Out" project on learning and academic-related behavior. Ratings made by cottage counselors, based on their observations of the

children in the residential setting, indicated the extent to which the project benefited the children when they were not in school. The behaviors they rated were inability to delay gratification, emotional detachment, social isolation, anxious-fearful ideation, unethical behavior, social aggression, and overall conduct problems, personality problems, and immaturity.

Response and Satisfaction Survey

Teachers and aides rated, on a four-point scale, the children's receptivity to "Inside/Out" — how often the children watched the videotapes attentively and participated in dicussion — and the children's responsiveness to "Inside/Out" -- how often they expressed their own feelings and responded to others' feelings or experiences. The teachers' satisfaction with the program was assessed with the questionnaire at the end of the group leaders' Guide.

Results

Analysis of the data indicates that the use of "Inside/Out" programs followed by guided discussions can result in persisting improvements in both academic performance and social behavior and academic-related behaviors for learning disabled, emotionally handicapped boys (for a detailed data analysis, see Elias, 1978).

Effects Following Training

Using the control group as a base for comparison, raw scores on pre- and post-assessment measures were converted to standardized scores

and then into percentiles. These percentiles represent a comparison of the scores of the experimental children with the scores of control children. As can be seen in Table 2, the standing of the experimental group in relation to the control group improved between the pre- and post-assessment in several important areas. Meaningful increases relative to the control group were shown in positive self-concept and the belief that one can positively influence or control the outcome of events. Consistent with this, meaningful decreases in temper outbursts, loss of self-control, classroom disruptiveness, and instances of visible upset over minor annoyances were also shown by experimental children, relative to controls.

Table 2

Changes in Self-Concept,
Locus of Control, and Classroom Behavior

	Pre	Post	Percentile Shift
Self-Report Measures			
Self-Concept	38	52	+14
Internal Locus of Control	34	46	+12
Locus of Control Subscore	29	38	+ 9
Ratings By Teachers			
Temper Outbursts	92	71	-21
Loss of Self-Control	84	79	- 5
Disruptiveness	62	46	-18
Visible Upsets	62	34	-28

Note: Pre- and post-test percentiles are derived from standardized scores and show how the experimental students rate in comparison to the control group.

Peer relationships are a critical index of children's social adjustment. Table 3 shows the differences between the peer ratings before and the peer ratings after the "Inside/Out" training for both the experimental and the control groups. The percentages are the proportion of children per group showing meaningful increases, meaningful decreases, or stability in their ranking with other children in each of eight areas. Experimental children made particular gains in popularity, overall positive behavior, and overall status with peers, and showed considerable reduction in social isolation.

Table 3

Changes in Behavior as Seen by Peers

Behavior	Group (n)	% Decrease	% Stable	% Increase
Cooperativeness	E[a] (36)	20	44	36
	C (31)	16	65	20
	E[b]	+4	-19	+16
Independence	E (37)	19	57	24
	C (30)	17	57	26
	E	+2	+0	-2
Popularity	E (37)	19	38	43
	C (31)	16	65	19
	E	+3	-17	+24
Agressiveness	E (37)	19	62	19
	C (32)	18	72	9
	E	+1	-10	+10
Social Isolation	E (37)	33	46	22
	C (32)	9	75	16
	E	+24	-29	+6
Overall Positive	E (36)	20	44	36
	C (31)	16	65	20
	E	+4	-19	+16
Overall Negative	E (36)	30	56	14
	C (32)	18	56	25
	E	+12	+0	-11
Total Sociometric	E (38)	10	58	32
	C (30)	14	67	20
	E	-4	-9	+12

Note: Percentages refer to ranking of children by cottage peers; meaningful decreases and increases in rank are defined as shifts greater than or equal to 2.

a = E stands for Experimental, C for Control
b = net change in E group, compared to controls

Analysis of pre- and post-test results indicate, then, that children participating in "Inside/Out" discussion groups showed improvement in self-concept and greater control of their impulsive behavior. Peers seemed to perceive this, as reflected in experimental children's greater popularity, gains in overall positive behavior, and increases in social approach behavior.

Effects Over Time and Generalization to Non-School Settings

These improvements in social and emotional behavior are important, but more important is whether they affect learning behaviors, and whether they will be maintained. Table 4 presents affirmative answers to these questions.

Table 4

Evidence for Changes Two Months After Training, Across Settings

	Pre	Post	Percentile Shift
Classroom Setting			
Self-Reliance	56	86	+30
Seeking Approval, Attention	48	23	-25
Comprehension	20	29	+ 9
Residential Setting			
Overall Personality Problems	36	5	-31
Immaturity	71	60	-11
Inability to Delay	26	16	-10
Social Isolation	24	14	-10
Emotional Detachment	66	29	-37

Note: Pre- and post-test percentiles are derived from standardized scores and show how the experimental students rate in comparison to the control group.

In the classroom, two months after training, experimental children were seen as exhibiting a marked increase in self-reliant behaviors, such as initiative-taking and following directions on one's own, compared to controls. There was also a decrease in seeking teacher approval, assistance, and physical closeness. Comprehension scores -- including understanding of material, recall of material, and application of learning to new situations -- showed almost a 10% rise.

Ratings made by the cottage counselors (who did not know whether children were in experimental or control groups and did not know their ratings would be used for "Inside/Out" program evaluation) show that trained children made meaningful improvements in their everyday, non-school interactions. Immaturity and inability to delay gratification decreased, social isolation and emotional detachment were reduced, and overall personality problems declined from the 36th to only the 5th percentile. Clearly, "Inside/Out" and discussion helped children improve their emotional control, left them more willing to become close to others, and loosened some of the emotional blocks they had been burdened with.

Influences on Program Effectiveness

Reliability tests on all measures showed they were at least acceptable, except for the locus of control subscale reliability at r=.38 (Elias, 1978). Experimental and control groups were equivalent in all background characteristics. Differences in receptivity and responsiveness to the "Inside/Out" project seemed to differ among classrooms. On close analysis, the only

pattern that emerged suggested that a minimum level of verbal comprehension is helpful for being able to maintain interest in the videotapes and join in the discussions. More intensive group participation occurred among children with a more positive self-concept and better verbal abilities than their peers.

Program Usefulness

Data from a written survey showed strong support for the model program. Among participating teachers and aides, all felt the program had a useful, good, or very important place in the classroom routine; most (91%) saw the program as having worthwhile or very helpful effects; and all said they would probably or definitely wish to participate in similar programs in the future.

Written comments by teachers and aides included the following: "It was interesting to see _____ so involved with the discussions...this boy has linguistic problems, never spoke in school for two and a half years. It was fantastic how he tried every time he was called on and even talked a great deal on his own." "The program made the boys aware of people's feelings and the physical danger of their misbehavior." "It gave them a chance to discuss their feelings in a group; they learned about alternatives and consequences and it taught them how to think and how to solve problems." During informal conversations, many experimental children expressed their enjoyment of "Inside/Out" and said they hoped for more programs of that type.

Teachers and aides both agreed that maintaining classroom discipline and order was essential to the children's deriving benefits from the program. Once the children understood that they were expected to pay attention to the programs but would not be formally evaluated, most were attentive and joined in the discussion.

Summary and Conclusions

This project was developed to demonstrate that affective education provided by a combination of open-ended television dramas and discussion oriented toward solving social problems can have an important and lasting impact on children. This impact, it was believed, would be apparent not only in children's improved emotional functioning and interpersonal behavior, but also in their own more active involvement in academic learning.

Firm administrative support was essential for the success of the project but not sufficient. Including teachers, aides, or other group leaders as collaborators in developing discussion questions and activities and in the ongoing evaluation and improvement of the project was essential if the goal of the project — helping the children — was to be accomplished. Children will generally respond to television, and when it is used by an interested and enthusiastic group leader, it has a strong potential impact.

The results reported earlier provide clear evidence of gains in important areas of behavioral and personality functioning, and in academic learning behaviors among a group of multiproblem boys. It must be emphasized

That these lasting improvements occurred after only a five-week, ten-session program. There seem to be three key ways that the television and discussion combination brings about these changes. First, the videotapes provide labels for children's visual and verbal experiences, allowing them to better organize their thoughts about personal interactions. Second, the social interaction involved in discussion groups leads children to greater awareness of their feelings about themselves and others and helps them express those feelings. Finally, there is a cumulative effect of attending to the television, experiencing the problematic interpersonal situations through the television characters, and being encouraged to think through alternative actions and the consequences of those actions: children gain increased behavioral and emotional self-control and begin to feel competent and worthwhile. These changes are reinforced by others and are likely to lead to continued growth.

There are three applications of such videotape-based affective education programs that come to mind: (a) situation-specific use, (b) use in guidance, counseling, or therapy, and (c) use as part of school curricula.

In situation-specific use, a selected videotape can act as a focal point for dealing with a problematic situation. For example, specific "Inside/Out" videotapes are useful for children entering a new school or class, whose parents are undergoing separation or divorce, or who are grappling with developmental issues such as adolescent changes or deaths in the family. Whether on an individual or group basis, with or without parents involved, these videotapes can focus attention on and help alleviate difficult situations.

Guidance counselors report that children are often resistant to talking about their problems, particularly when they lack self-confidence or are ashamed of their verbal or social skills. Affective television series such as "Inside/Out" or "Self Incorporated" (also available through the Agency for Instructional Television) permit children to discuss a problem without claiming it as their own. The powerful combination of moving images, sound, and emotionally meaningful content has a strong impact on children and their resistance often fades into cooperation with the guidance counselor, school psychologist, or therapist. Specific work on this effect is being done by John Kelsey (1978).

Finally, affective education can no longer be ignored as a regular part of school curricula. Whether used in special education settings, classrooms for children with learning disabilities, or with heterogenous classroom populations, the value of affective education through videotapes and class discussion has been demonstrated. Its positive influence on education seems to be occurring along three fronts.

First, as discussed earlier, it weakens the social and emotional barriers to learning. Second, it builds social and emotional strengths. Use of videotapes and discussions can be supplemented with materials that teachers, aides, or parents can use to help children develop interpersonal social skills, problem-solving skills, self-acceptance, and confident self-expression (Gordon, 1975; Knaus and McKeever, 1977; Larcen, 1978; Spivack, Platt, and Shure, 1976).

Finally, affective education in this format helps build academic educational abilities. Greater efficiency in the use of and benefit from existing

learning resources should result from a combination of reduced interpersonal burdens and improved self-reliant learning among children. The unique needs of individual children can be met through coordinated efforts along all three educational fronts and the use of increasingly available innovations in technology and media (e.g., Fuchs and Ellis, 1977; Lance, 1977).

Television and discussion can have both interpersonal and academic benefits of a very practical nature, and can be implemented in schools and other settings at relatively low financial and organizational cost.

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Appendix 1

The following pages contain descriptive forms of behavior, list of boys' names, and a checklist asking how often you see the boys showing a given form of behavior. Please place a check mark in the column which best describes each child.

Behavior #1: Cooperativeness and Helpfulness to Others

Boy	How Often: Not at All	Just A Little	Pretty Much	Very Much
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

Other behaviors on the checklist are:

#2: Fairness and consideration toward others
#3: Outbursts of temper
#4: Isolates himself from other children
#5: Negative attitude; refuses, or wants to do the opposite of what is asked
#6: Teases other children, annoys and disrupts other children
#7: Expresses a lack of confidence in his abilities
#8: Falls apart when under pressure, emotional stress, in testing situations
#9: Seems depressed or sad
#10: Visibly upset or cries over minor annoyances or hurts

Appendix 2

Child's Name: _____ Cottage: _____ Date: _____

Pick-The-Child-Who Game

Questioner: "I would like to find out something about what you think the children in your cottage are like, and I would like you to help me, O.K.? I have a game here, and it goes like this. When I tell you something about some children in your cottage, I would like you to look at this list of names and pick the child in your cottage you think I am telling you about, O.K.?"

Q should then clarify this if necessary and be sure the child understands what to do. FOR EVERY ITEM, AFTER THE CHILD PICKS ONE NAME, ASK HIM FOR ANOTHER. Q should wait at most 15 seconds between names, and then should move on to the next. Do the example first and write down the child's answers.

Example: Let's try this one first, O.K.? Some kids in your cottage are good in sports, and some kids aren't as good, right? Pick the child in your cottage who is really good in sports_____. How about picking another child who's really good in sports_____? What sports do they play, etc. (Make sure the child understands what to do and isn't picking on some other basis). That's fine. How about picking another_____? Those kids are really not too good, huh? O.K., let's go on with the game."

Start each item with: PICK THE CHILD IN YOUR COTTAGE WHO:

1. always lets other children use things he or she has.

   _____ _____

2. you really do not like to play with.

   _____ _____

3. Never waits their turn to do things.

   _____ _____

4. sits alone a lot and doesn't seem to have many friends.

   _____ _____

5. does things on their own and doesn't seem to need help from anybody.

   _____ _____

6. never lets other children use things he or she has.

_____ _____

7. you most like to play with in the cottage.

_____ _____

8. gets into a lot of fights.

_____ _____

9. always can keep out of trouble.

_____ _____

10. always waits their turn to do things.

_____ _____

11. you would like to share a room with.

_____ _____

12. you would like to sit next to in the dining room.

_____ _____

Selected AIT Research Publications

This list includes research reports from AIT and its predecessor organizations, NITL, NCSCT, and NIT. Most of these reports have been distributed widely and may be obtained from AIT (cost, if any, is indicated) and from the ERIC system. For a complete list of AIT research publications write to: Research Department, AIT, Box A, Bloomington, Indiana 47401.

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